

## Course Management Process

Mrs. Sindi Mitchell



# Provide an outline on the Course Management Process and how it affects TASS



#### **TOMA**

MISSION: PLAN, COORDINATE, AND OVERSEE THE DOCUMENTING AND TRAINING MANAGEMENT OPERATIONS FOR U.S. ARMY COURSES CONDUCTED IN TRADOC SCHOOLS AND USAR/NGB SCHOOLS THROUGHOUT THE TASS REGIONS DURING PEACETIME AND MOBILIZATION.



#### Course Management

- Manage the Army Training Requirements Analysis System (TRAS) for all TRADOC courses
  - Individual Training Plan (ITP)
  - Program of Instruction (POI)
  - Course Administrative Data (CAD)
- •Plan, coordinate and implement TRADOC portion of the Army

Structure and Manning Decision Review (SMDR) for

•Maintain TRADOC portion of the Army Training Requision of System (TASS) (Active and Reserve Resources System (ATRRS) Active Army and Reserve Component) Schools databases for all TRADOC and Special Forces courses

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Most up-to-date policies/policy memos (to include TR 350-70 and TP 350-70-8 can be found :

 http://www-dcst.monroe.army.mil/t daa/

- Course: complete series of instructional units (phases, modules, and lessons). Example: BNCOC
  - Phase 1 Common Core (2 weeks)
  - Phase 2 DL Phase (Technical)
  - Phase 3 Resident (Technical)
- Courseware: the actual instructional package (including content and technique).

• TOMA manages DA-directed *courses*, to include DL courses and phases.

- ATSC distributes TASS Bn resident courseware, and DL for all compo.
- Proponent manages resident courseware.

### TRAS Document Interrelationships

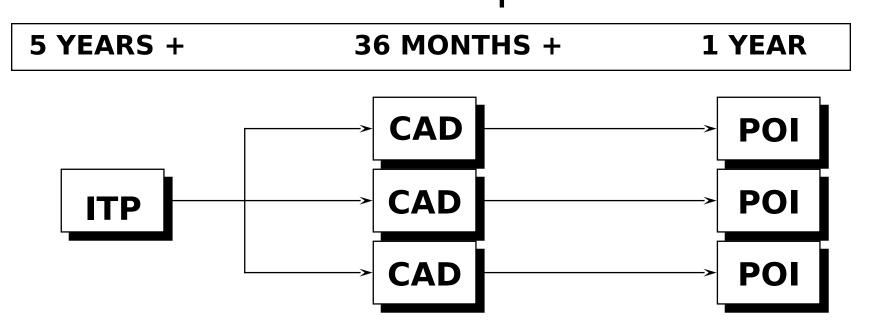


 Image: Est trig need
 Image: Individual courses
 Image: Individual courses

 Image: Gen trig concept
 Image: ATTRS file
 Image: Individual courses

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Conforma

Manpower resources

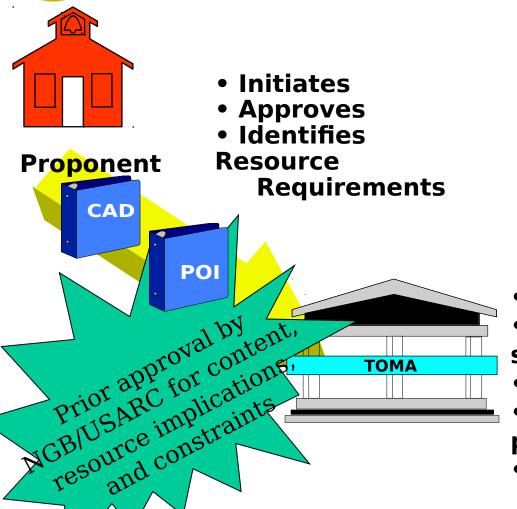
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Justification document

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#### **CAD/POI Validation**



- Validates Resources
- Reviews overall training strategy
- Regulatory
- Ensures within policy and priorities
- Affordable

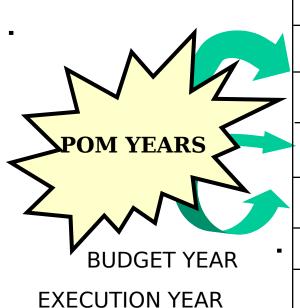
## Documentation Process/Rqmts

- CAD and "14 questions" required three (3) years prior to Training Start Date
- Policy requirement for 14 questions identified in TRADOC Pam 350-70-8, and 28 Feb 01 Interim Policy
- **Before funds** and time are expended on DL courseware development, identify your strategy
- Document with a CAD and 14 questions, prior to courseware development
- Document with POI and updated 14 questions one (1) year prior to courseware implementation



#### **SMDR Process**

• Purpose: Validate Total Army training requirements and then reconcile those requirements into an affordable, acceptable, and executable training program.

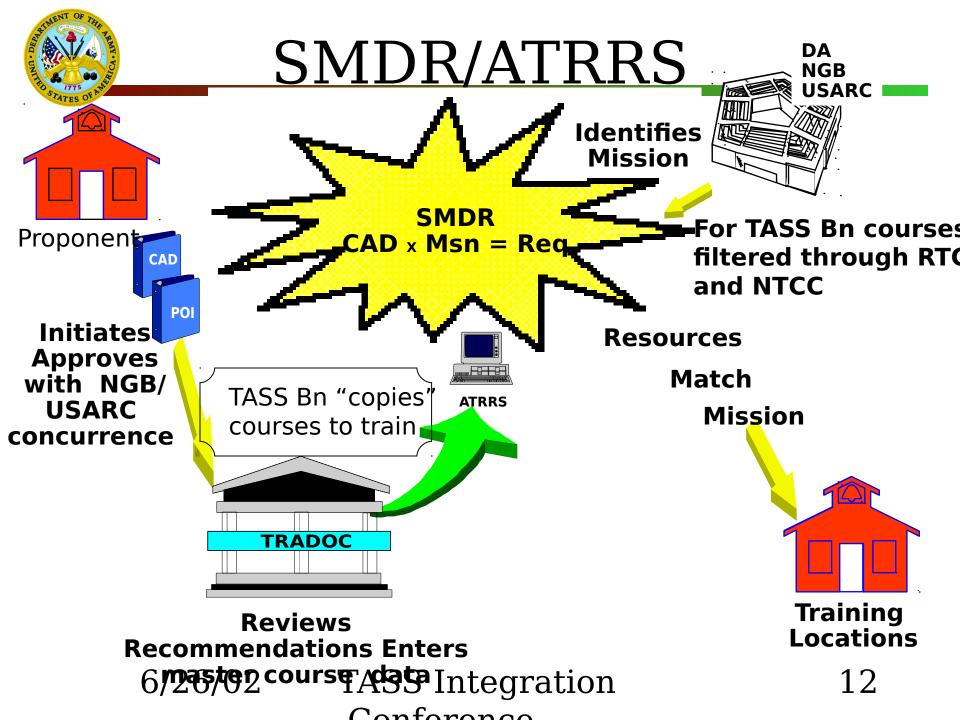


FISCAL YEAR	FY02	FY03	FY04	FY05	FY06
ESTABLISH	FY06	FY07	FY08	FY09	FY10
VALIDATE	FY05	FY06	FY07	FY08	FY09
FINE-TUNE	FY04	FY05	FY06	FY07	FY08
TRAP	FY03	FY04	FY05	FY06	FY07
EXECUTE	FY02	FY03	FY04	FY05	FY06

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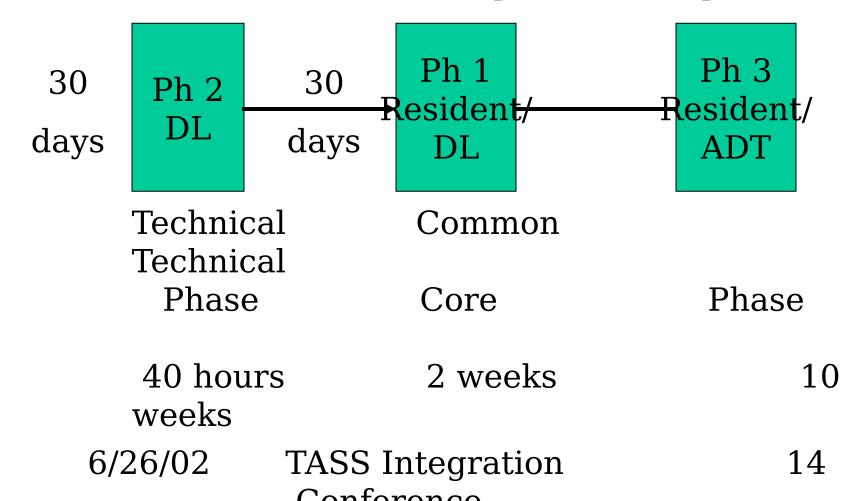


- Goal is to ensure soldiers meet the required gates through the phases.
- Proponents identify training path or phase sequence
- Proponent ensure students enrolled in a course be given a reasonable opportunity to complete.
- ANCOC/BNCOC with DL phase confusion with the phase sequence of phases 2-1-3

### Training Paths

(Continued)

ANCOC/BNCOC with DL phase (Example)



## Training Paths (Continued)

- Proponents must limit phases: no more than three without TRADOC waiver
- 1059s produced after each phase
- Neither 1059 nor school developed completion certificate will identify DL vice resident instruction as the method of completion. (IAW DA message)

- Proponents identify the strategy for training early in the process
- Proponents limit number of phases
- Training locations identify courses needed and "copy" from master list early
- Input agencies identify requirements early

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